

# Motivational Trajectories of Two Novice English Teachers



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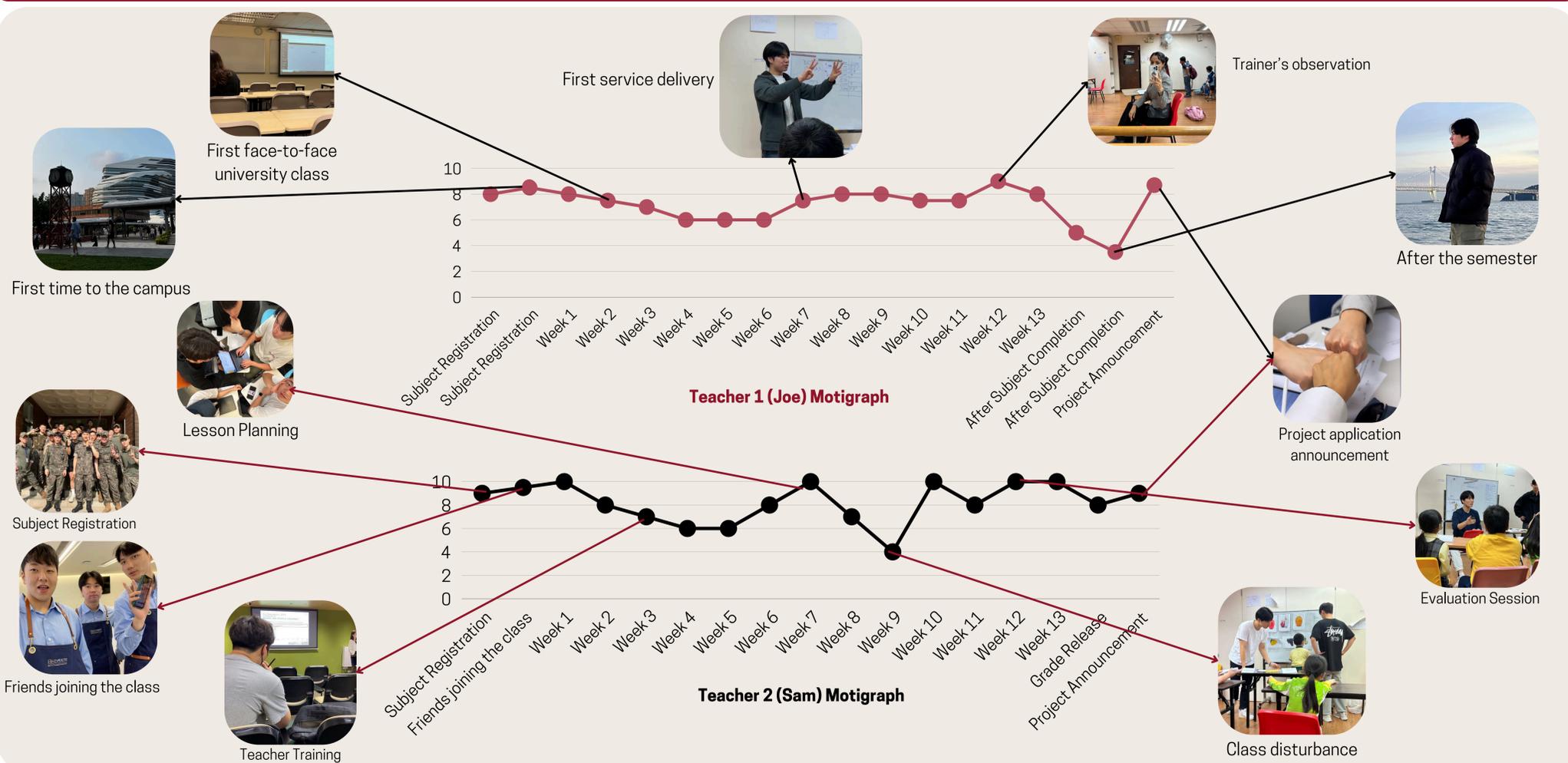
## Background

### Motivation:

- the factor that energizes human behavior and gives it direction (Dörnyei, 1998)
- motivation as a dynamic system - a fluid and adaptive process that evolves over time and is influenced by a multitude of interacting factors
- a system that encompasses cognitive, emotional, and social components (Ford, 1992; Kaplan and Maehr, 2007)

### Service Learning (as teacher training):

- popular and powerful educational philosophy and pedagogical approach
- integrates academic subject matter with applied social engagement and critical reflection (Chambers, 2009)
- transformative pedagogy aiming to engage students actively in solving real-world needs (Leming, 2001)
- emphasis on the important role of 'deliberate practice' (Ericsson, 2006) and 'practice-oriented teaching' (Tatebe, 2013)



## Methodology

- Qualitative research (narrative inquiry)
- Participants: Two Korean undergraduates who completed the SL subject
- Motigraph marking - Chan et al. (2015) and Lamb (2018) - (motivational levels from 0 to 10 at 18 points in time)
- Follow-up narrative interviews
- Thematic analysis - Open to Axial coding (Corbin & Strauss, 2008)

**RQ: What are the factors fostering and hindering motivation to engage in teaching as a form of service delivery?**

## Findings

### Factors fostering motivation:

- Impact of new educational environment (emotional, social)
- Positive previous teaching experiences (cognitive, emotional, social)
- Sense of companionship (emotional, social)
- Realizing capabilities in class management (cognitive, emotional)
- Presence of and support from the trainer (cognitive, emotional, social)

### Factors hindering motivation:

- Inadequacies in the training program (cognitive, emotional)
- Peculiar challenges to SL teaching context (emotional, social)
- Service delivery under time and task pressure (cognitive)

## Discussion and implications

- motivation **fluctuated** in response to changes in personal goals, environmental conditions, and social interactions
- motivation can be influenced by the **cultural values** and **expectations** of the educational system
- **self-efficacy** plays a crucial role in motivating teacher trainees
- presence of **supportive mentors** and a **collaborative learning** environment positively influences motivation
- adopting a dynamic systems perspective = a more **nuanced understanding** that enables researchers and practitioners to develop **more effective strategies** for fostering motivation

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